Blue Solutions Sustainable Ocean Economy Training Workshop Schedule - COBSEA (September 2021)

Tuesday September 28th

times are shown in ICT

09:30 Call open

10:00 Session 1: Workshop Opening and Introduction

1.1 Welcome

10:00 Welcome & Introductions

10:20 Orientation — go to workboard

1.2 Key definitions

10:40 Presentation (link for presenter)

11:00 Session 2: Maritime Value Chains

2.1 Value Chain Analysis

11:00 Introduction to exercise (link for presenter)

11:15 Group Exercise: Value Chains — group 1 workboard, group 2 workboard, group 3 workboard

12:00 Lunch (1 hour)

2.2 Reflection on Value Chain Analysis exercise

13:00 Welcome back to plenary / energiser

13:05 Reflection: Value Chain Analysis — go to workboard

13:45 Session 3: Doughnut economics

3.1 Maritime Sectors and the doughnut

13:45 Introduction to Doughnut Economics (link for presenter)

14:00 Group Exercise: Sectors in the doughnut — group 1 workboard, group 2 workboard, group 3 workboard

15:00 Break (15 min)

15:15 Reflection on maritime sectors & the doughnut — go to workboard

2.2 City Portraits

15:45 Exercise Introduction

16:00 Group Exercise: City Portraits — group 1 workboard, group 2 workboard, group 3 workboard

16:30 Reflection and wrap-up of the day (link for presenter)

17:00 Close

Wednesday September 29th

times are shown in ICT

10:00 Session 4: Circular Economy

4.1 Welcome Back / Recap

10:00 Welcome back from the trainers

10:05 Re-cap of yesterday — go to workboard

10:30 4.2 Circular Economy

10:30 Presentation and introduction to exercise (link for presenter)

10:45 Group Exercise: Circular Economy — group 1 workboard, group 2 workboard, group 3 workboard

11:30 Circular Economy: Reflection on group work — go to workboard

12:00 Lunch (1 hour)

13:00 Session 5: Actor Mapping

5.1 Actors of the Ocean Economy

13:00 Group Work Introduction (link for presenter)

13:20 Group Exercise: Actor Mapping — group 1 workboard, group 2 workboard, group 3 workboard

5.2 Reflection on Actor Mapping

14:00 Plenary Discussion: Actor Mapping

14:30 Break (15 min)

14:45 Session 6: Ecocycle Planning

6.1 Warm-up

15:00 brief warm-up exercise

6.2 Ecocycle Exercise

15:05 Presentation and introduction to exercise (link for presenter)

15:15 Group Exercise: Ecocycle — group 1 workboard, group 2 workboard, group 3 workboard

16:20 Reflection on group work — go to workboard

16:50 Wrap-up of the day

17:00 Close

Thursday September 30th

10:00 Session 7: Focus on Case Studies

7.1 Welcome and re-cap

10:00 Welcome back from the trainers and family photo

7.2 Case study review

10:10 Introduction to group work

10:20 Group Work: Case Study Review — group 1 workboard, group 2 workboard, group 3 workboard

11:00 Reflection and key messages from trainers

11:30 Session 8: Key Messages for decision makers

8.1 Introduction of task

11:30 Introduction to group work

12:00 Lunch (1 hour)

8.2 Preparation of presentations

13:00 Preparation of Presentations

(time for group work) — group 1 workboard, group 2 workboard, group 3 workboard

14:30 Break (15 min)

7.3 Group Presentations: Key Messages for Decision Makers

14:45 **Presentations of key messages to decision makers from each group (max. 10 minutes per group), followed by Q&A**

16:00 Session 9: Evaluation and Workshop Close

16:00 Evaluation

16:30 Wrap-up and close

13:00 Close

Presentations

Concepts and principles
(presentation overview: 1 page, close-ups: 4 pages)

Introduction to value chain analysis (1 page)

Introduction to circular economy (2 pages)

Introduction to the Ecocycle (2 pages)

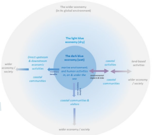
Sustainable Ocean Economy Training: COBSEA

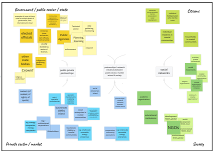
September 2021

Presenter: Louise Lieberknecht, GRID-Arendal

Purpose of this presentation: Introduce concepts & definitions to frame the practical sessions

What, where and who is the ocean economy?

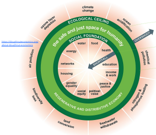




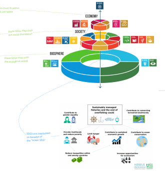
What would a *sustainable* ocean economy look like?

What might a *transition* to a sustainable ocean economy look like?

Safe and Just Space for Humanity ⟷ UN Sustainable Development Goals



Raworth 2017



UNEP Sustainable Blue Economy Transition Framework

5 Guiding Principles

Principle #1.
The Sustainable Blue Economy protects, restores and regenerates healthy ecosystems.

Principle #2.
The Sustainable Blue Economy delivers equitable and inclusive processes and outcomes.

Principle #3.
The Sustainable Blue Economy enables climate stability.

Principle #4.
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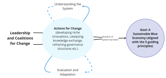
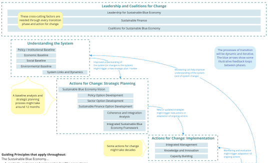
Principle #5.
The Sustainable Blue Economy applies circular economy approaches.





Guiding Principles that apply throughout:
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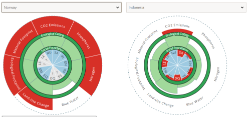

source of country comparison:

LS - Life Satisfaction	ED - Education
LE - Healthy Life Expect.	SS - Social Support
NU - Nutrition	DQ - Democratic Quality
SA - Sanitation	EQ - Equality
IN - Income	EM - Employment
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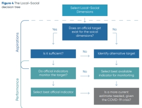
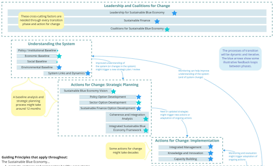


Figure 4 The Local–Social decision tree

Figure 1 The four lenses of the City Portrait



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★ addressed in the practical sessions of this training course

★ addressed in other Blue Solutions training courses

For more background and material on the "City Portraits" methodology and its application in city planning, see here: https://doughnuteconomics.org/tools-and-stories/14
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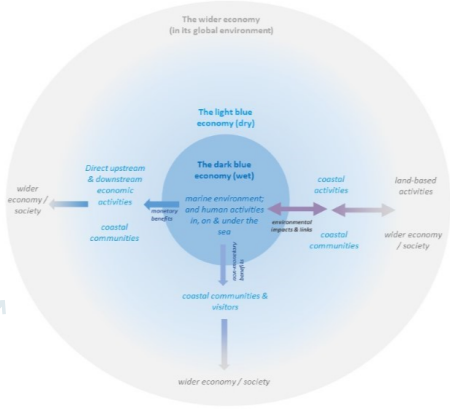

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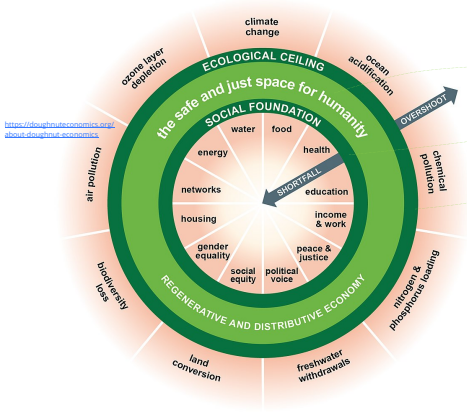
What might a *transition* to a sustainable ocean economy look like?

Safe and Just Space for Humanity

UN Sustainable Development Goals

UNEP Sustainable Blue Economy



https://doughnuteconomics.org/about-doughnut-economics

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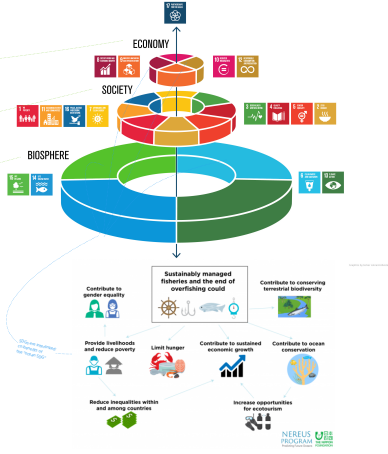

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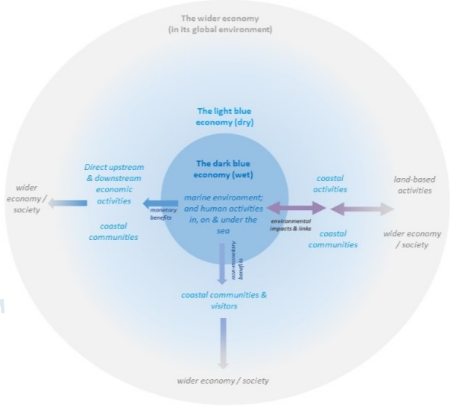

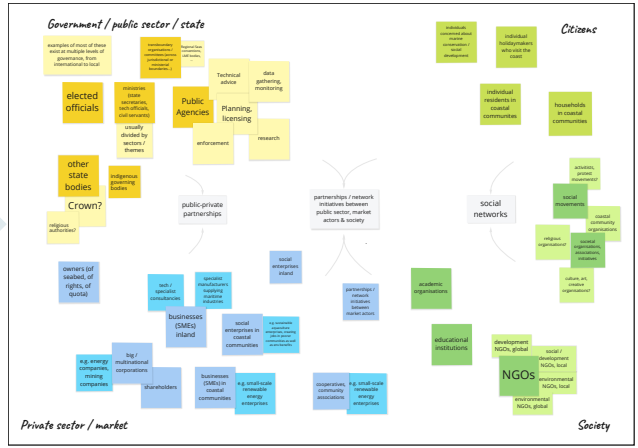

What might a *transition* to a sustainable ocean economy look like?

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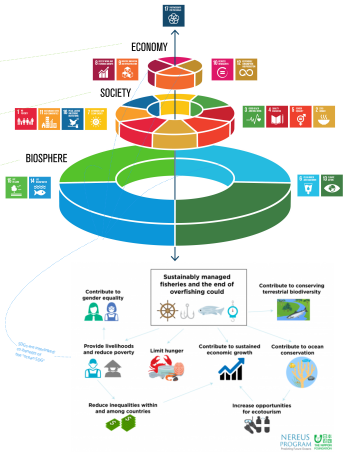

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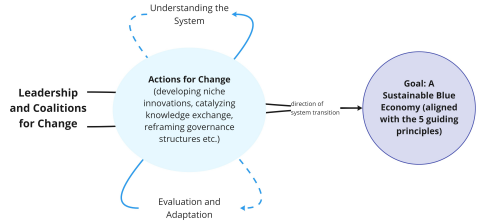

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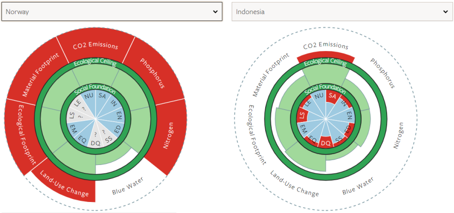

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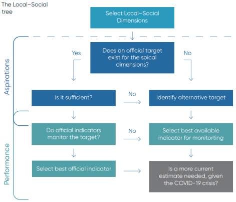

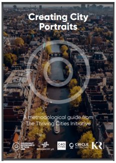

Figure 3 The four lenses of the City Portrait

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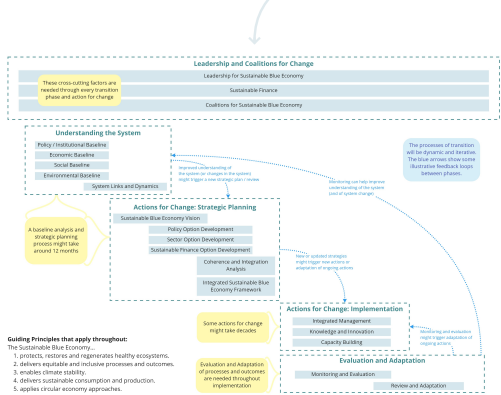

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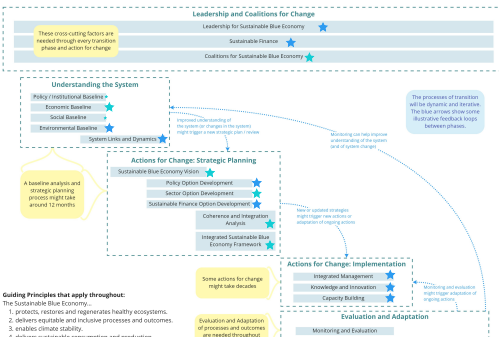

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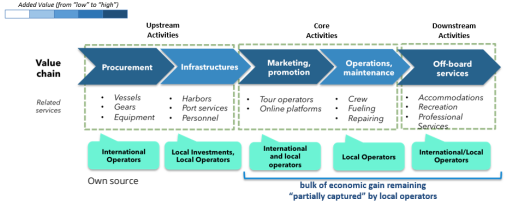
1. Introduction

Value chain analysis: another tool.
Which value, how much, where and who?

Value and jobs are distributed along the value chain. Some segments can produce local value and local jobs, other ones create value and jobs somewhere else.

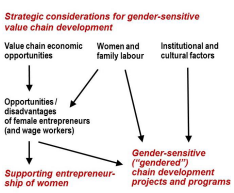
➢ *BE policies may support activities and segments that produce LOCAL value and jobs, rather than activities that produce many jobs and much value elsewhere*



Value chains can support SOE development by:

- Highlighting and modeling the interrelationships in marine economy sectors (e.g. shipping, offshore wind)
- Identifying sites and moments where economy might be performed differently, new values might be created, and interventions made to stimulate transitions and the creation of new value in a sustainable blue economy
- Identifying a series of points of intervention (opportunities for circularities)

Additional information after the exercise:



2.Example for a value chain analysis

Main question:

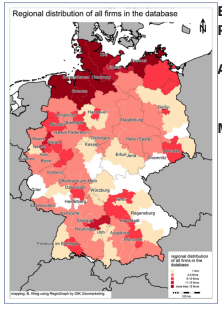
- How are costs and benefits of marine sectors allocated across the country?

Task:

- Develop a tool that is replicable in other regions and for other sectors

Thoughts on the tool:

- One tool that fits all sectors is not realistic
- Costs and benefits can be analysed from different angles
  - Different forms of costs (economic, social, ecological costs, opportunity costs..)
  - Different groups of beneficiaries (supply side, demand side..)



Example - Offshore Wind

Point of departure

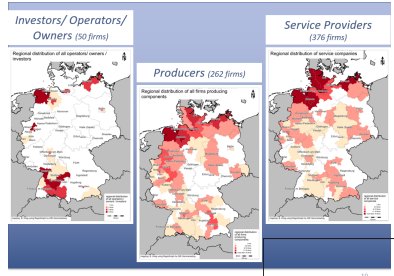
- The German offshore wind sector

Analysed elements and data

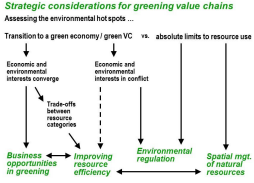
- All German firms involved in the offshore wind sector (744 firms in total)

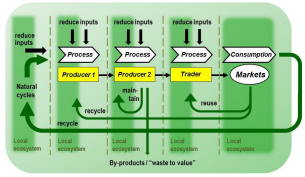
Mapping

- Geographical distribution of all enterprises (postal code areas)
  - differentiated by sectors
  - differentiated by phases of the value chaing



Source: Weig, B. et al. (2017). Spatial Economic Benefit Analysis tool. BONUS BaltSpace project.



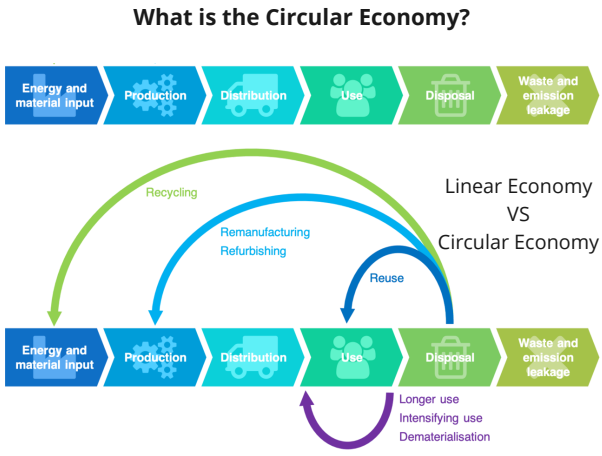


Implementing a value chain analysis - possible steps

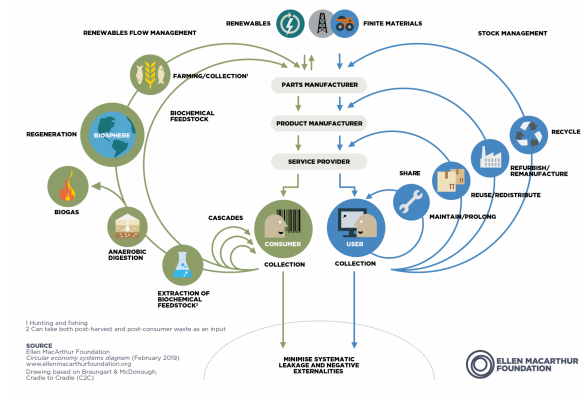
- Defining scope of value chain development project (depending on resources, time horizon)
- Reviewing analyses, considerations and vision: formulate project objectives
- Assessing needs and constraints & choosing value chain solutions

1. Introduction

The **circular economy concept**, which is a crucial component of the Doughnut model and one of the 5 principles of the UNEP Sustainable Blue Economy Transition Framework, emphasizes the importance of collaboration between different actors through the whole value chain.



A circular economy seeks to rebuild capital, whether this is financial, manufactured, human, social or natural. This ensures enhanced flows of goods and services. The system diagram illustrates the continuous flow of technical and biological materials through the 'value circle'.



The closer the loop is to the user, the more sustainable a solution is, since the resources will be utilised to their maximum potential.

Source: Burch, M. V., Rigaud, A., Binet, T., & Barthélemy, C. (2019). Circular economy in fisheries and aquaculture areas. Vertigo Lab.

1. Eco-design

- Preserve precious resources
- Reduce vulnerability to supply disruptions of raw materials
- Reduce pollution
- Reduce energy costs
- Reduce distribution costs
- Increase quality and value of products and services
- Provide new business opportunities for forward-thinking entrepreneurs

2. Turning production "waste" into a resource

- Optimizing resource usage and reducing the amount of virgin resources we need
- Creating less waste that must be disposed of through incineration or landfill
- Reducing costs in terms of raw materials and disposal of waste
- Creating added value for the area through new products and processes
- Increasing the resilience of local communities by strengthening networks and collaboration

3. Making usage more circular

- Sharing of costs
- Increased quality of products and services due to economies of scale
- Higher efficiency of use (avoiding duplicated capacity)
- Sharing of risk and knowledge
- Fewer total resources/raw materials needed = further cost savings + reduced pressure on the environment

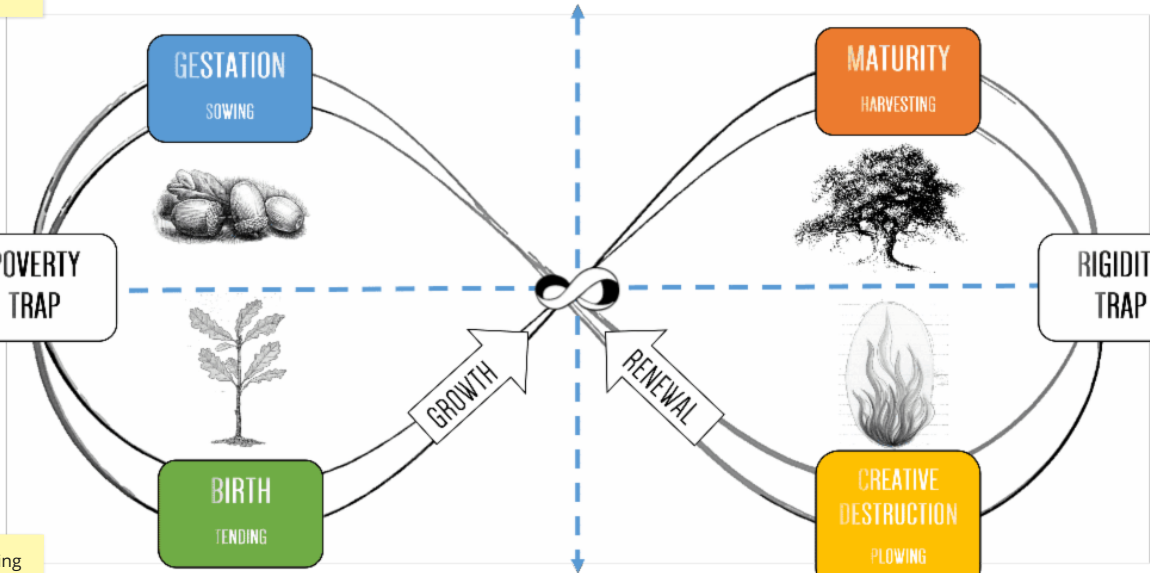
4. Recycling of materials at the end of a product's life

Increasing our ability, capacity and motivation to recycle is a fundamental part of building a circular economy that transforms and adds value to such waste, rather than allowing it to pollute our local environ-ment (or someone else's).

ECOCYCLE PLANNING

roles / ways of thinking needed here: entrepreneur, researcher, explorer ...

roles / ways of thinking needed here: manager (inc. monitoring and evaluation)



cause: not investing

cause: not letting go

roles / ways of thinking needed here: networker, invester, trainer, capacity builder...

roles / ways of thinking needed here: "heretic", challenger, questioner...

Liberating Structures: Ecocycle Planning
Co-developed by Keith McCandless + Henri Lipmanowicz (www.liberatingstructures.com)

What can you analyze / plan using the Ecocycle approach?

1. Within an organization:
   - structures and processes
   - policies
   - capacity building
   - research / development
   - ...

2. Across actor networks:
   - economic sectors
   - human activities at sea / along the coast
   - laws, regulations and policies
   - capacity building
   - ...

Most valuable if used as a tool for collaborative planning

Group 1 (red group)

notes taken during the breakout group sessions

day 1:
value chain analysis (1 page)
sectors in the doughnut exercise (1 page)

at the end of day 1, group 1 was merged with group 2

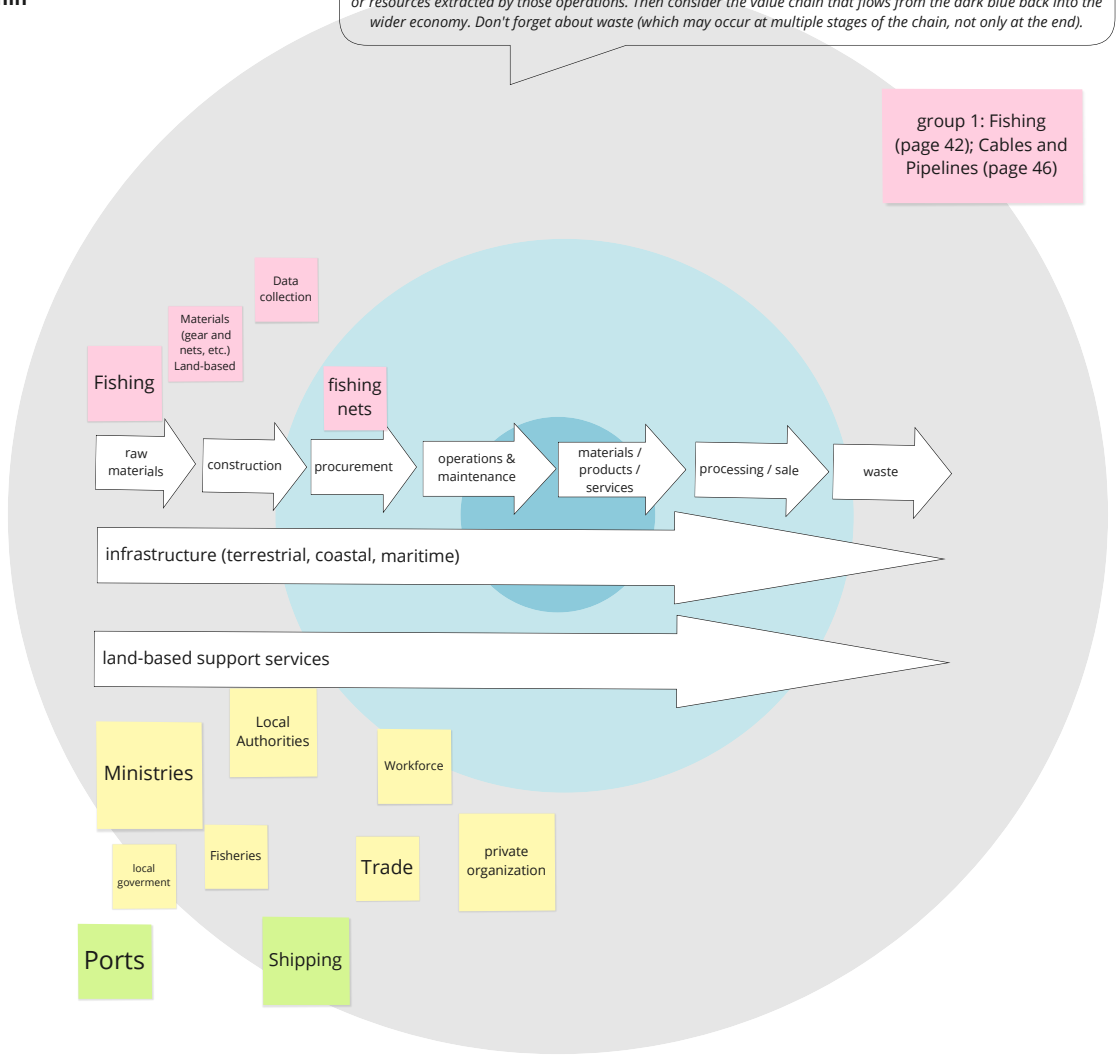
Read the information for the sector or sectors that your group has been allocated (you will find the sector information in the participants' handbook). Think about all the different activities that take place within those sectors.

Be as specific and detailed as you can. If you are considering shipping, for example, start with activities that have to happen in the wider economy before anyone can take a vessel to sea (the extraction of materials that ships are built from, the design and construction of vessels ...). Then move through the light and dark blue spheres of the ocean economy as you consider the purchase of vessels by their operators, their operations at sea, and the services provided or resources extracted by those operations. Then consider the value chain that flows from the dark blue back into the wider economy. Don't forget about waste (which may occur at multiple stages of the chain, not only at the end).

1. What activities occur along value chains? (Use the sticky notes to annotate the diagram.)

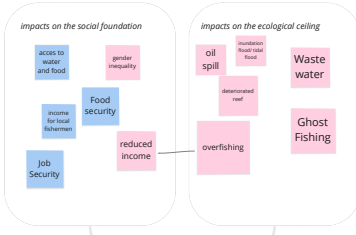
2. What actors are involved at each stage of this value chain?

3. What infrastructure and on-shore services does each stage of the chain depend on?

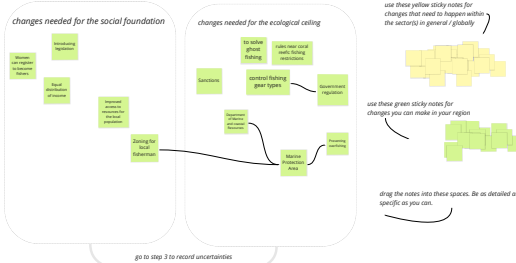


group 1: Fishing (page 42); Cables and Pipelines (page 46)

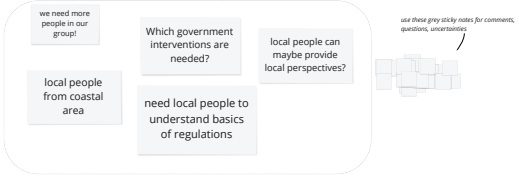
1. Look at the doughnut graphic. How do the sector or sectors that you worked with during the previous exercise impact on the social foundation and the ecological ceiling? Consider all the different activities that take place within the sector or sectors, and consider all their positive and negative impacts.



2. How can the sector(s) become more sustainable? What changes are needed to improve their contribution to all the parameters on the social foundation? What changes are needed to ensure the ecological ceiling isn't overshot?



3. What additional information would you ideally need to answer the questions in steps 1 and 2? Where would you find that information / who might have relevant knowledge? Are there other questions or uncertainties?



Group 2 (blue group)

notes taken during the breakout group sessions

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value chain analysis (1 page)
sectors in the doughnut exercise (1 page)
city portraits exercise (1 page)

day 2:
circular economy (1 page)
actor mapping (2 pages)

day 3:
case study review (1 page)
group presentation (1 page)

Read the information for the sector or sectors that your group has been allocated (you will find the sector information in the participants' handbook). Think about all the different activities that take place within those sectors.

group 2: oil & gas (page 49); tourism (page 29)

Be as specific and detailed as you can. If you are considering shipping, for example, start with activities that have to happen in the wider economy before anyone can take a vessel to sea (the extraction of materials that ships are built from, the design and construction of vessels ...). Then move through the light and dark blue spheres of the ocean economy as you consider the purchase of vessels by their operators, their operations at sea, and the services provided or resources extracted by those operations. Then consider the value chain that flows from the dark blue back into the wider economy. Don't forget about waste (which may occur at multiple stages of the chain, not only at the end).

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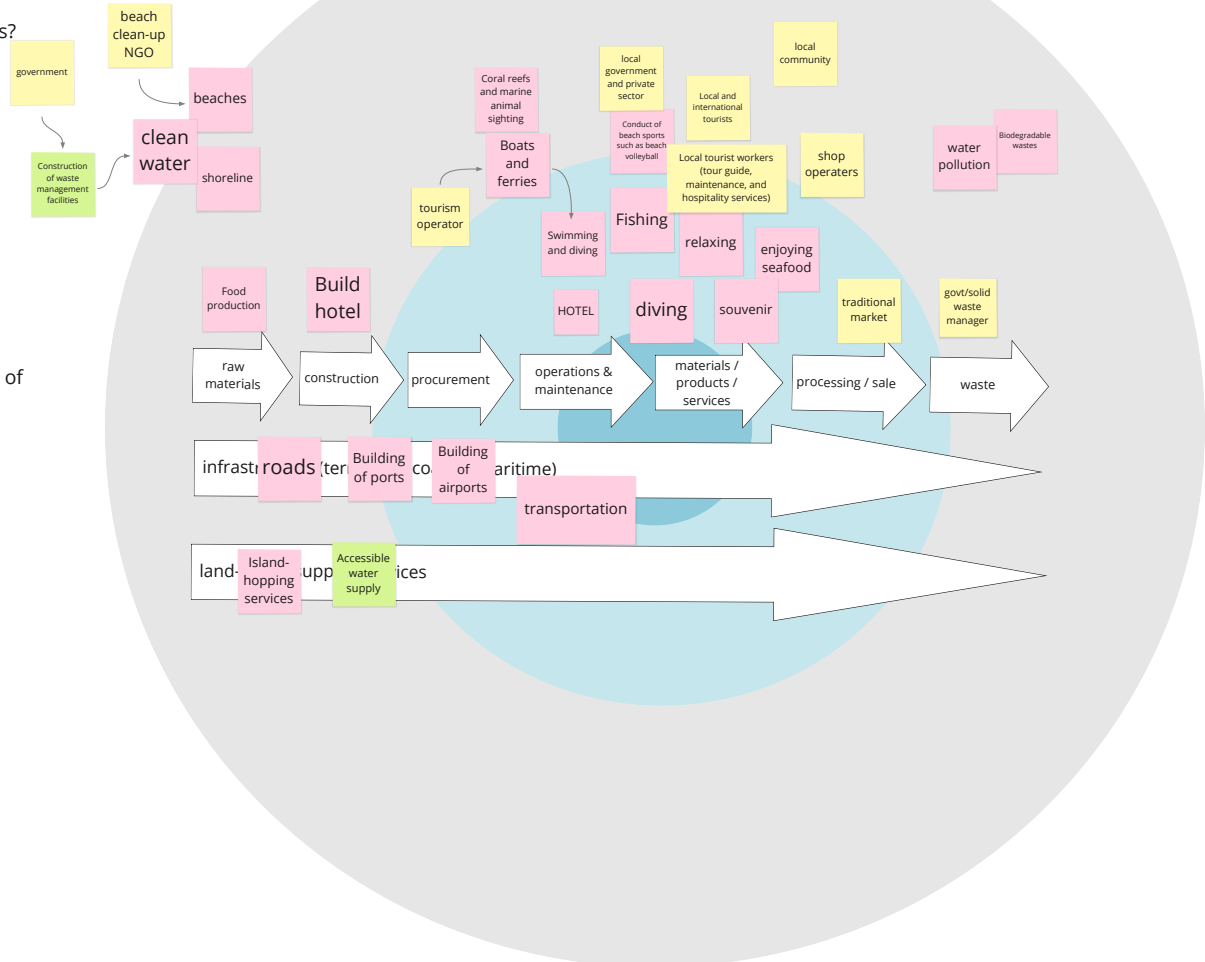
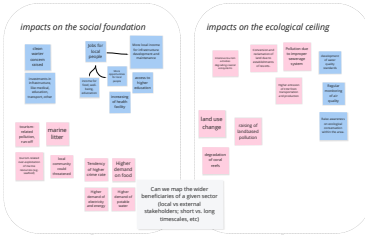


group 2: oil & gas (page 49); tourism (page 29)

1. Look at the doughnut graphic. How do the sector or sectors that you worked with during the previous exercise impact on the social foundation and the ecological ceiling? Consider all the different activities that take place within the sector or sectors, and consider all their positive and negative impacts.



use these pink sticky notes for negative impacts

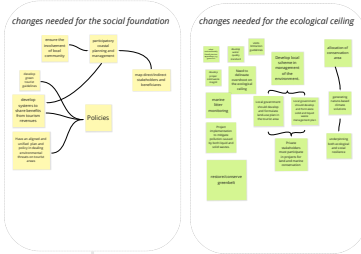
use these blue sticky notes for positive impacts

drag the notes into these spaces. Be as detailed and specific as you can.

use these grey sticky notes for comments, questions, uncertainties (you can use the space in step 3)

move on to step 2 after 30 minutes or so

2. How can the sector(s) become more sustainable? What changes are needed to improve their contribution to all the parameters on the social foundation? What changes are needed to ensure the ecological ceiling isn't overshot?



use these yellow sticky notes for changes that need to happen within the sector(s) in general / globally

use these green sticky notes for changes you can make in your region

drag the notes into these spaces. Be as detailed and specific as you can.

go to step 3 to record uncertainties

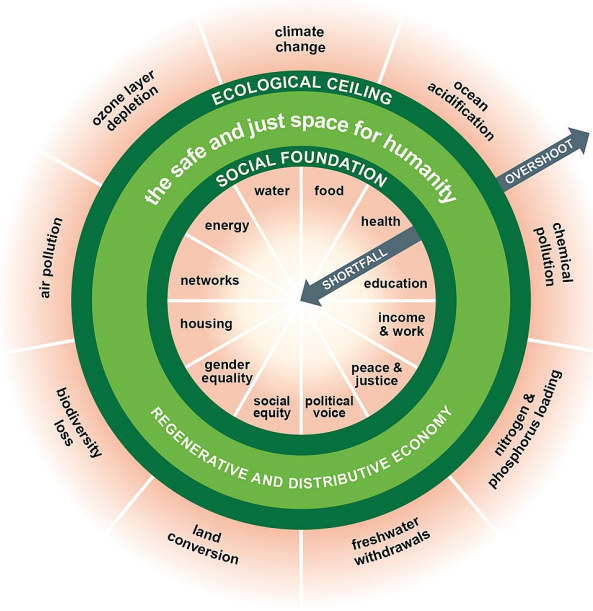
3. What additional information would you ideally need to answer the questions in steps 1 and 2? Where would you find that information / who might have relevant knowledge? Are there other questions or uncertainties?

use these grey sticky notes for comments, questions, uncertainties

"to thrive": to be healthy and strong, to be well, to flourish

1. Make notes on the question in each quadrant. Be as specific as possible.

2. What is *your* role in each quadrant? Write down the role(s) that each of your organizations should play.



Raworth 2017

	Social	Ecological
Local	What would it mean for the people connected with the ocean economy in your region to thrive?	What would it mean for the ocean economy in your region to thrive within its natural habitat?
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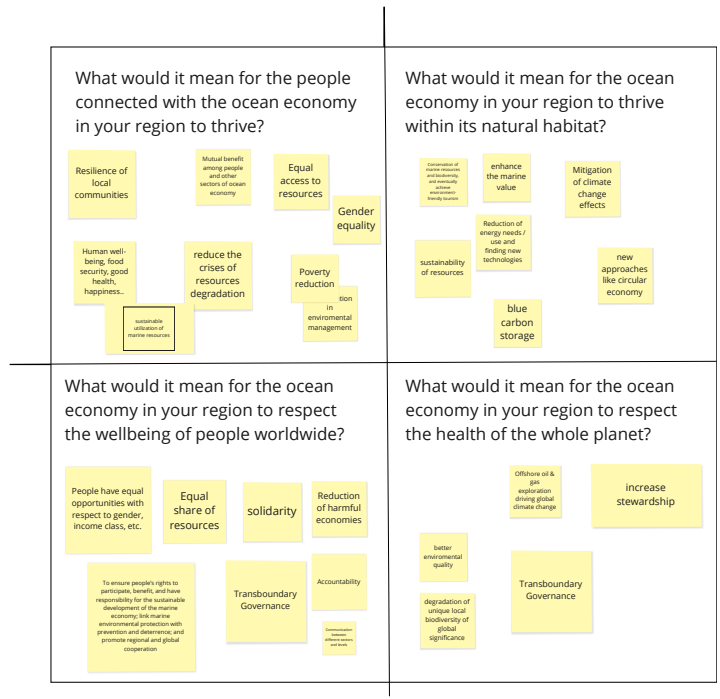


Identifying opportunities for Circular Economy activities in the Fisheries sector

use these green sticky notes for renewable material cycles

use these blue sticky notes for non-renewable material cycles

use these yellow sticky notes for energy flows

What can be designed better to reduce its environmental impact?

1. Eco-design

design of long-lasting fishing gear may be possible

Solar energy

Various steps along supply-chain, e.g. for cold-storage

Eco technology for processing fisheries product

renewable packaging for fisheries products

eco friendly products as marine coating, cleaning solution

Economic opportunities for more feasible alternative and environment sound and friendly technology

Which waste from fisheries production can be considered a resource?

2. Turning production "waste" into a resource

fish waste (from industries)

solid waste from fish farm

fertilizer, animal feed

fish feed

Land-based solid waste is the greatest contributor on marine litter, it is important to develop plan and projects to mitigate and prevent it.

What are the opportunities for sharing, repair and reuse?

3. Making usage more circular

Fishing net

fishing nets can be repaired and re-used

refurbishment e.g.re-conditioning a fishing boat for multi-purpose

regulation of sustain yield (?)

Research and development for sustainable design of fishing gears such as fishing net

Which materials could the fisheries and aquaculture sectors recycle?

4. Recycling of materials at the end of a product's life

need good government regulations to incentivise recycling

industrial operators need to take responsibility for recycling, using recycled products, recycling their own waste

Recycling fishing net (plastic) into textile

replace plastics buoys into recycled buoys (lessons learn from Korea)

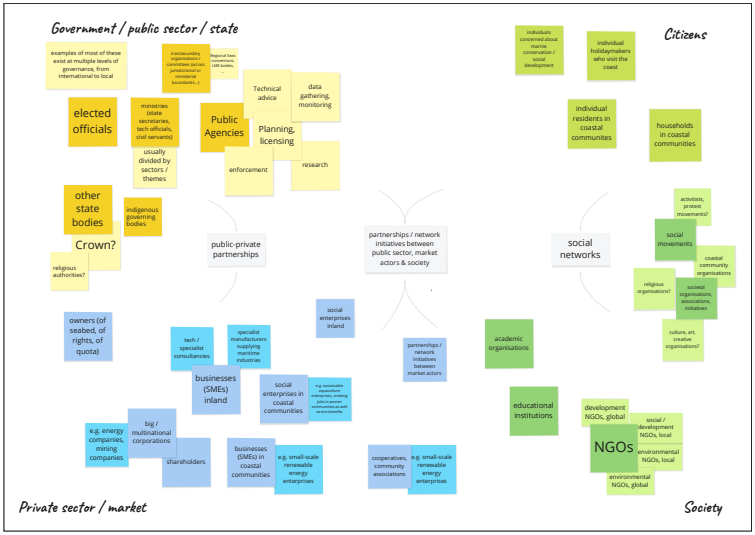
Fishing net and others plastic waste

solid waste mgmt

the informal economy plays an important role in recycling

wastewater from fish processing recycled into nutrients (agriculture) and energy

1. The actor map below shows examples of types of actors in ocean economies. Discuss which of these are relevant in your region



2. a) Write the name of your own organisation(s) onto a sticky note of the appropriate colour, and place yourself into the correct place on the blank actor map below.

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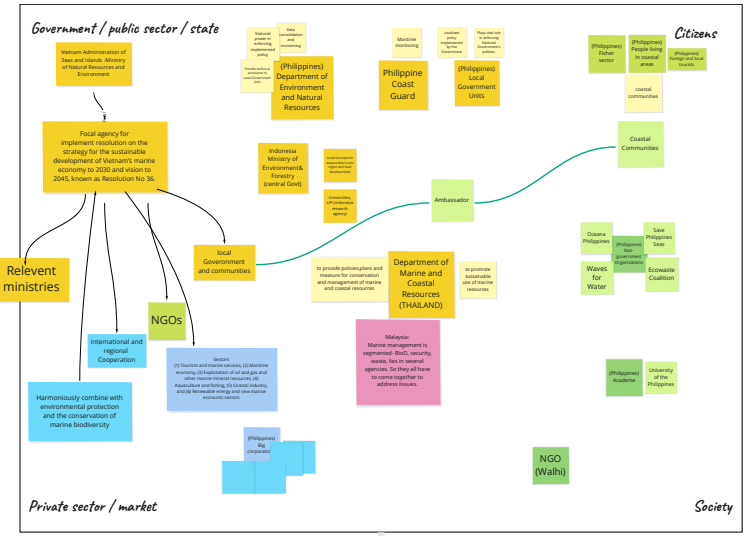

after about 15-20 minutes, move to step 3

3. a) Choose at least 4 of the actors from step 2, and copy them across to this new work area (use "ctrl + c, ctrl + v" or write them onto new sticky notes). Add your own organisation(s) in the centre of the work area.

3. b) How do these actors relate to each other, and to your organisation(s)? Who influences whom? Who can block your progress? Who can boost your progress?

Illustrate the answers with the connecting lines shown (click on the line you want, and use ctrl+c, ctrl+v to copy it into the work area, then drag the ends into place to link the relevant actors. Ask a trainer for help if needed.

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Close relationship (good information sharing, coordination, mutual trust, overlapping interests

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Allegiance and cooperation partnerships that are formalised contractually or institutionally

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Close relationship that has been interrupted or damaged

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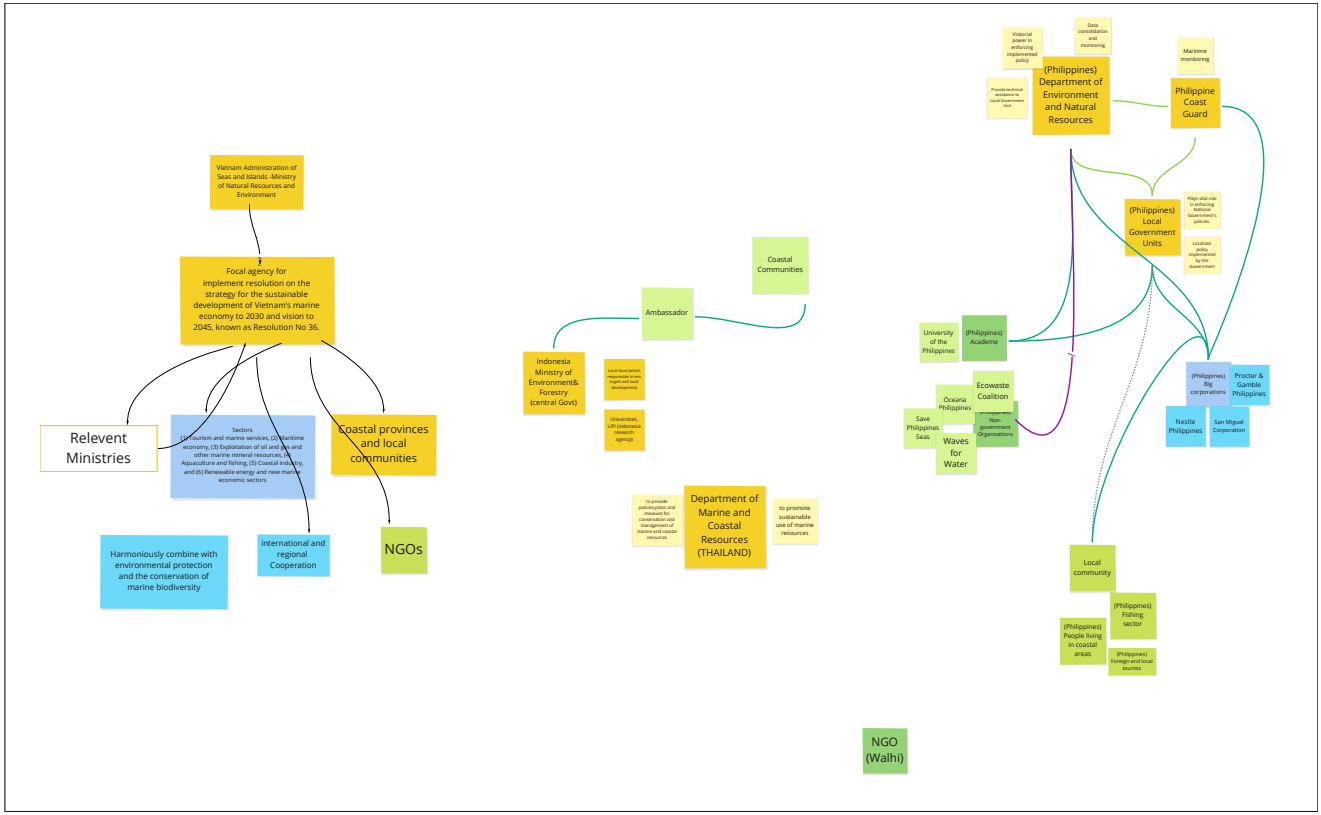
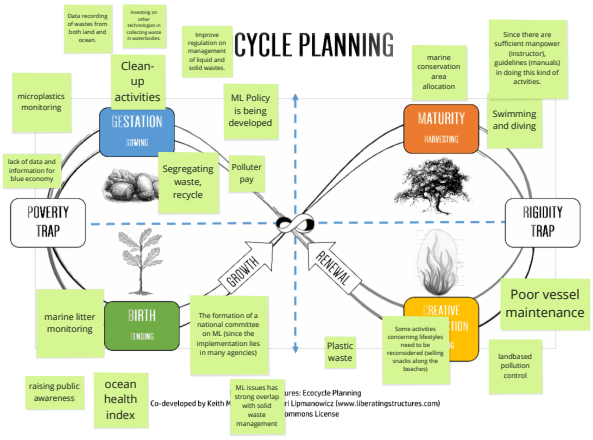


The present situation → A sustainable future

1. Think back to the sector or sectors that you worked on yesterday. In which quadrant of the ecocycle are the activities within your sector(s) currently located?

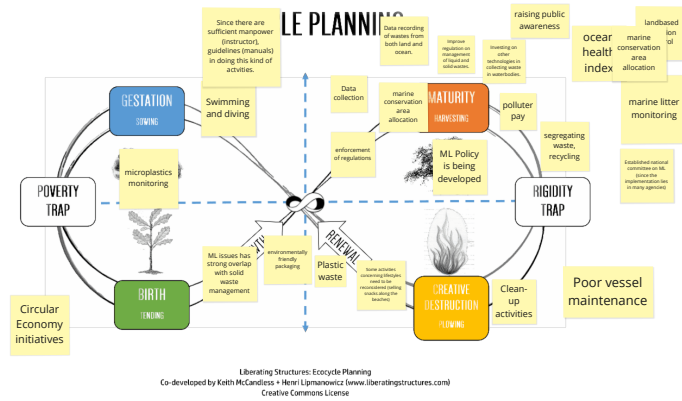


Move the sticky notes onto the ecocycle, using green for the present and yellow for the future. Be as specific and detailed as you can.

There may be different activities within your sector(s) that are located in different quadrants.

Think about the global context, and your region (be specific on your notes).

2. Imagine a future in which you have developed a fully sustainable ocean economy. Where are these activities located in now? Are there any new activities?



The present situation → A sustainable future

3. What has changed for your sectors during the transition from the present to the future? Have any of the activities changed, and if so, in what ways?
Make additional notes using the blue sticky notes in the space below if you wish.

1. Visit the following case study on the PANORAMA Platform

2. Did you notice if the case study used any of the concepts or tools we covered? If yes, which ones, and how were they used?

3. If you were involved with this case study, which (if any) of the concepts and tools might you use? How would you use them?

https://panorama.solutions/en/solution/meet-network-ecotourism-development-mediterranean-protected-areas

your case study is a sustainable ecotourism network initiative for Mediterranean protected areas

Spend about 5 minutes reading (you won't be able to read all the information, but that doesn't matter)

Communities based

Yes, develop market base on local resources

Focus on conservation, and then de

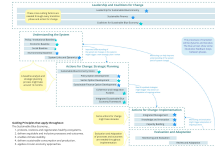
Public-private partnership

Stakeholder mapping

Through creation of Ecotourism clusters and bring them together with group of tourism and conservation stakeholders to develop and manage ecotourism in the Protected Area

doughnut economics

"city portraits"



UNEP Sustainable Blue Economy Transition Framework

stakeholder mapping

circular economy

"blue spheres" model

value chain analysis

Engagement all of stakeholders

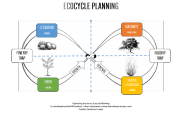
doughnut diagram

challenge: convice stakeholder that every stakeholder would get beneffits from conservation

focus on conservation area (ecological ceiling)

City portraits

a holistic approach in identifying the ambition of local while respecting others aspiration and others living on the planet.



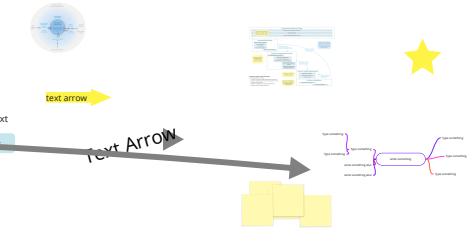
the "ecocycle"

Prepare a 5-10 minute presentation of the key messages that you want to communicate to decision-makers after this training course. You will give this presentation to the course plenary at 11:15.

1. Decide who will give the presentation on behalf of your group (you can nominate a single presenter, or several).

2. Use this work area to create visual aids to screen share while you present. Alternatively, you can use this work space to take notes, and present without screen sharing.

3. If you zoom out you will see all your previous group work areas, in case you want to refer to them.



KEY MESSAGES

To all my colleagues, leaders, and other stakeholders involved in our organization

introducing tools (blue economy)

What are the key point we have learned from this workshop?

identfy in what area (in terms of our institution responsibilities) we can adopt the tools

learn about how to identifying opportunities for circular economy

the fundamental exercise of blue economy is also to find best available solution towards achieving a common goal, without compromising economic, social and environmental considerations

Relevant tools we've learned from this workshop

Ecocycle Planning

This will determine our stage on a certain activity and will enable us to enhance us to develop plans and strategies toward sustainability.

City Portraits

a holistic approach in identifying the ambition of local while respecting others aspiration and others living on the planet.

Key messages: using various relevant tools to address issue at hand (in this case, something related to the ocean ecosystem / resources / economy / environmental issues faced)

Value chain analysis

Analysis of specific activity in a sector and how it affects cost and benefit in achieving sustainability.

Doughnut economy

This will serve as our guidance in achieving UN Sustainable Goals specifically goals that are related to the blue economy.

Circular Economy

Stakeholder mapping

Through creation of Ecotourism clusters and bring them together with group of tourism and conservation stakeholders to develop and manage ecotourism in the Protected Area

Conclusion

Benefits of this workshop in decision-making as an organization

Actions :

adopt the process in developing regulation (whic is initiate by MoE or other sectors)

having small group discussion in the office due to blue economi/part of the tools

getting some cases in the local area (our country) that may be we could put some ideas based on this training

The tools that are mentioned could be useful as a holistic approach to different issues we are tackling on our organization

This tools will enable us to determine gaps in the implementation of policy. Using these systematic, tools can made it solve easily.

"A healthy ocean will bring long-term benefits to humans now and in the future"

Group 3 (yellow group)

notes taken during the breakout group sessions

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value chain analysis (1 page)
sectors in the doughnut exercise (1 page)
city portraits exercise (1 page)

day 2:
circular economy (1 page)
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Read the information for the sector or sectors that your group has been allocated (you will find the sector information in the participants' handbook). Think about all the different activities that take place within those sectors.

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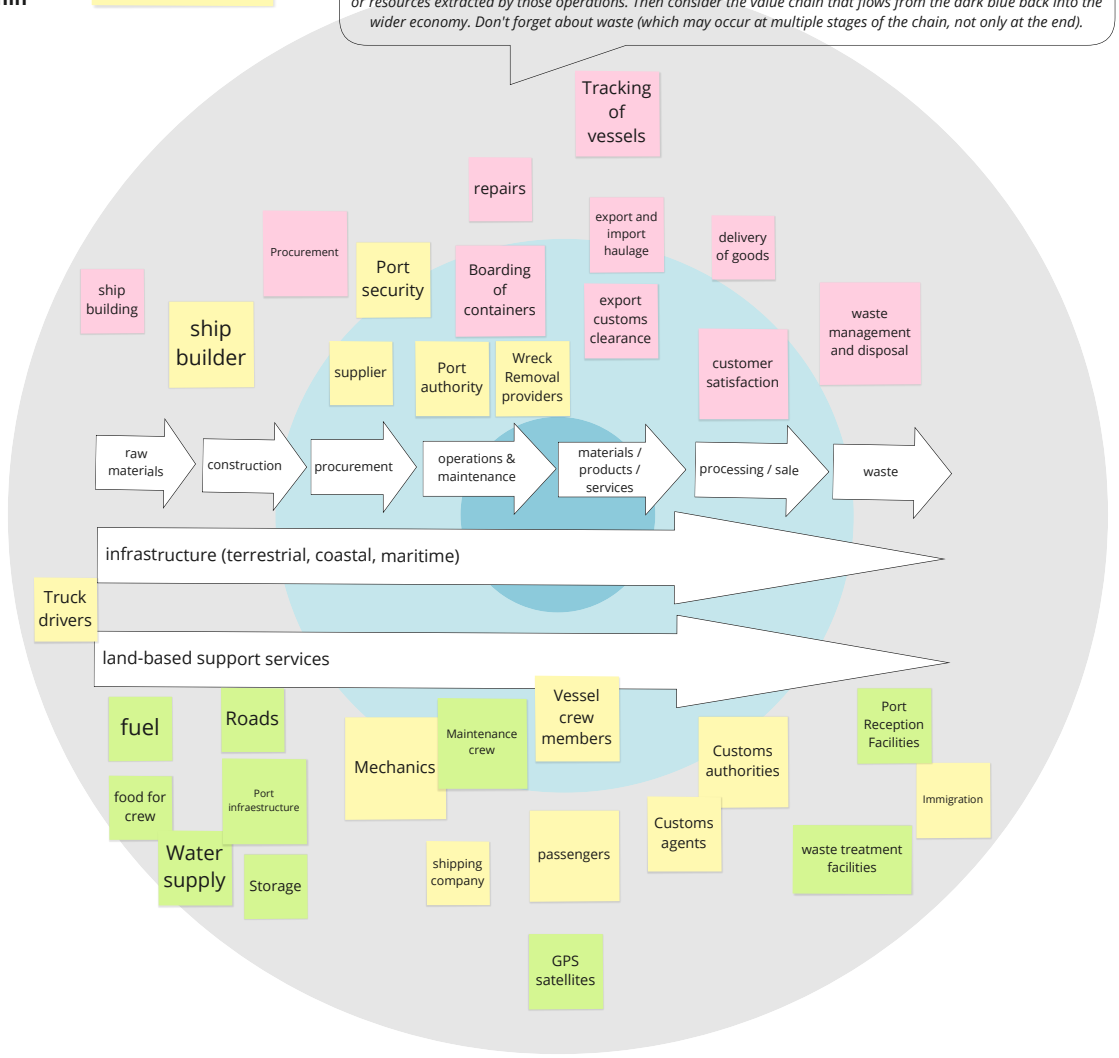

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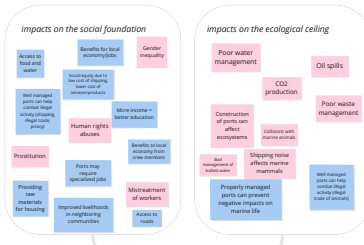

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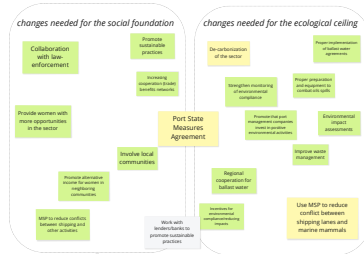

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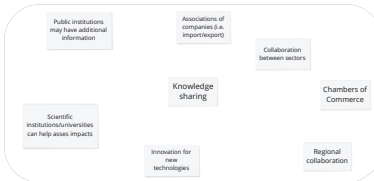

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"to thrive": to be healthy and strong, to be well, to flourish

1. Make notes on the question in each quadrant. Be as specific as possible.

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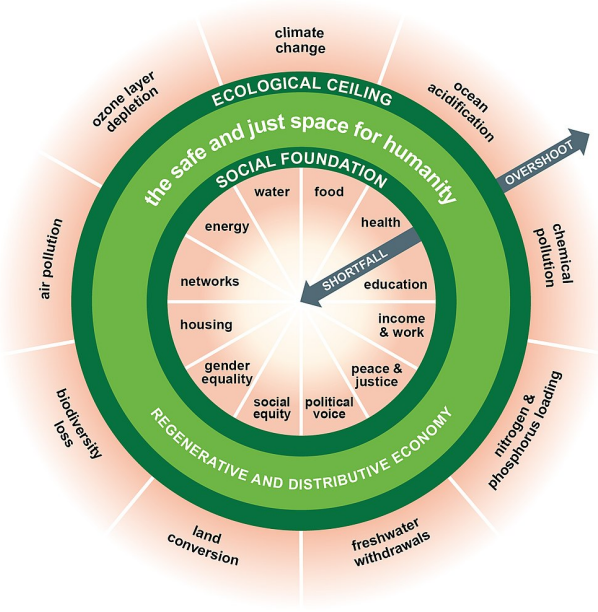

Raworth 2017

	Social	Ecological
Local	What would it mean for the people connected with the ocean economy in your region to thrive?	What would it mean for the ocean economy in your region to thrive within its natural habitat?
Global	What would it mean for the ocean economy in your region to respect the wellbeing of people worldwide?	What would it mean for the ocean economy in your region to respect the health of the whole planet?

Provide tools and instruments
Access on information and practices that are best possible and most sustainable
increase livelihood and food security
Poverty reduction
Better management = healthier oceans
mitigate impacts of climate change in ecosystem
Engagement and responsive policy making
Gender equality
implement the national action plan on marine litter
Improve resilience of coastal communities

More sustainable fisheries will improve livelihoods through increased revenue
Increased security
Capacity building
Higher employment through ocean tourism
Enforcement of regulations on human rights abuses on fishing vessels and at ports
Implementation of the East Asian Seas Action Plan
increased fish stocks
Rehabilitation of vital ecosystems
Long-term monitoring and environmental assessment
Protection of marine resourcecs
Promotion of new sustainable technologies
Regional cooperation

Identifying opportunities for Circular Economy activities in the Fisheries sector

use these green sticky notes for renewable material cycles

use these blue sticky notes for non-renewable material cycles

use these yellow sticky notes for energy flows

What can be designed better to reduce its environmental impact?

1. Eco-design

More efficient motors that use less gasoline and oil

Use of traditional gear and raw material (i.e. bamboo)

Resuseable coolers that have a longer life than styrofoam

Using solar energy for ice production in fishing communities

Anti-fouling material that has less impact

Use of biodegradable plastic in fishing lures

Which waste from fisheries production can be considered a resource?

2. Turning production "waste" into a resource

Use leftovers from fish processing for aquaculture feed

Fish scales used to make gellatin

Use of fish skin to produce flakes, food

Returning shells from shellfish to the oceans

What are the opportunities for sharing, repair and reuse?

3. Making usage more circular

Fishing cooperatives can provide loans to fishers

Making production systems more collaborative

Use discarded plastic for making souvenirs (i.e. hammock)

Using fishing hooks for souvenirs

Using old/discarded wood to make drying racks for salting fish

Sharing use of boats, gear, receiving centers

Which materials could the fisheries and aquaculture sectors recycle?

4. Recycling of materials at the end of a product's life

Use of old ropes in ports for safety

Use of plastic bottles as building materials

Recycling old nets (i.e. chicken farms)

Analysis for using old fishing gear for recycling, energy production, nylon

Using old boats or other materials to make artificial reefs

Use of plastic bottles for supporting fishing boats and buoys

1. The actor map below shows examples of types of actors in ocean economies. Discuss which of these are relevant in your region

2. a) Write the name of your own organisation(s) onto a sticky note of the appropriate colour, and place yourself into the correct place on the blank actor map below.

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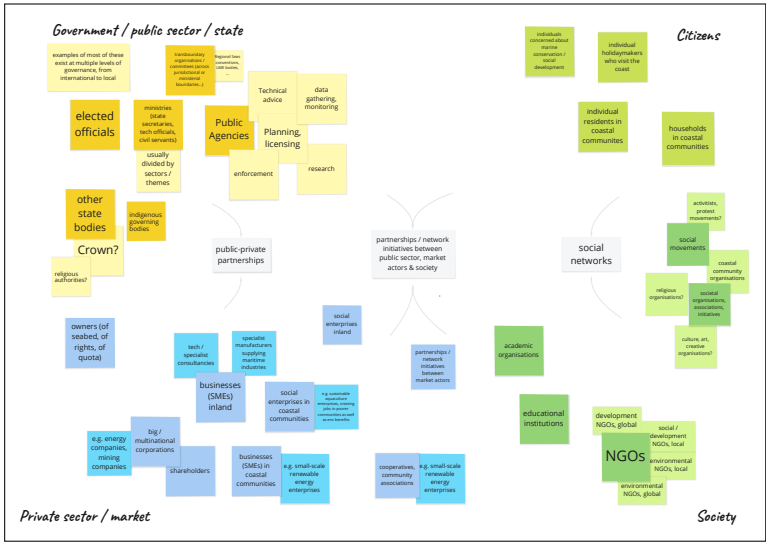

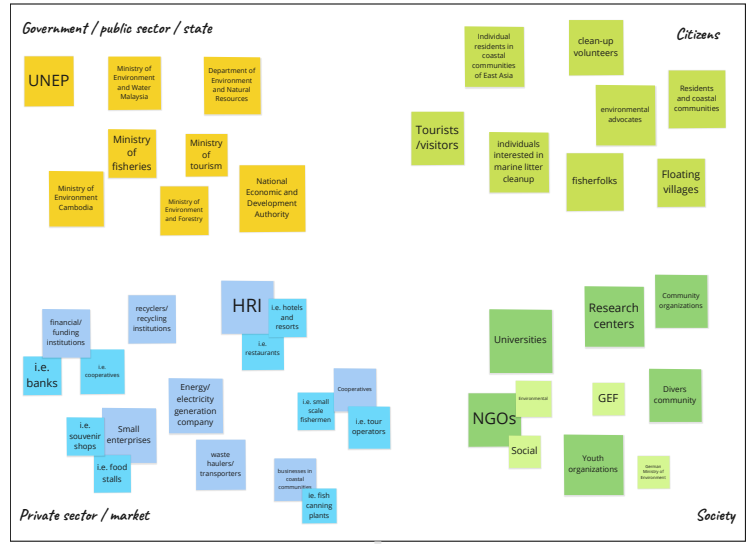

after about 15-20 minutes, move to step 3

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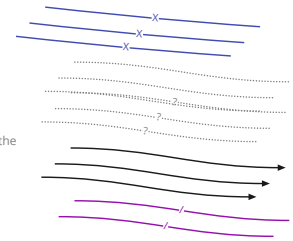

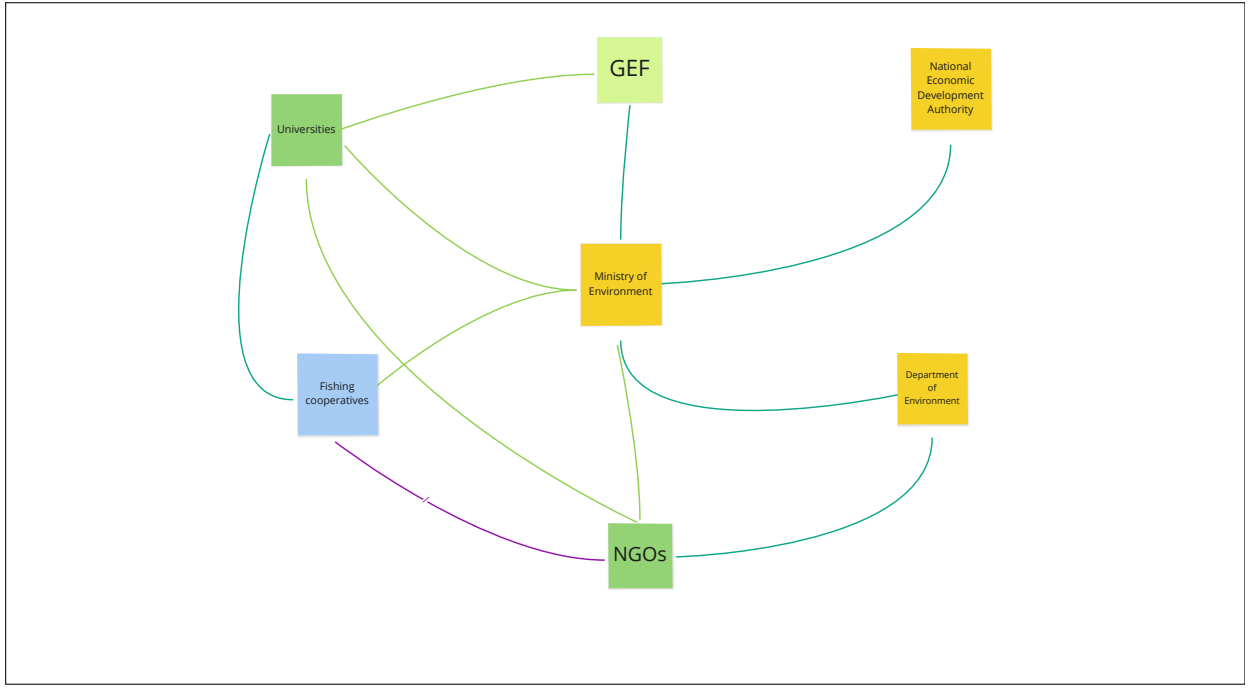

The present situation → A sustainable future

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Move the sticky notes onto the ecocycle, using green for the present and yellow for the future. Be as specific and detailed as you can.

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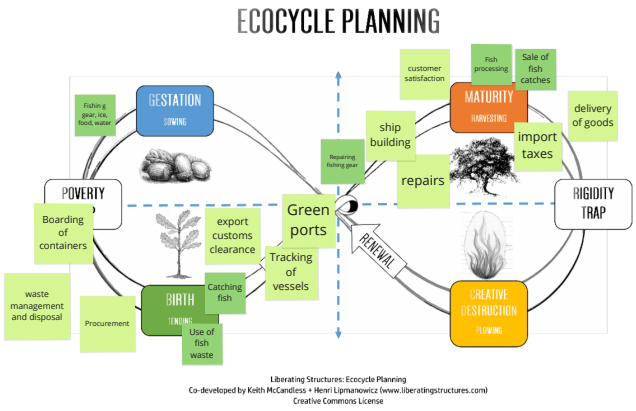
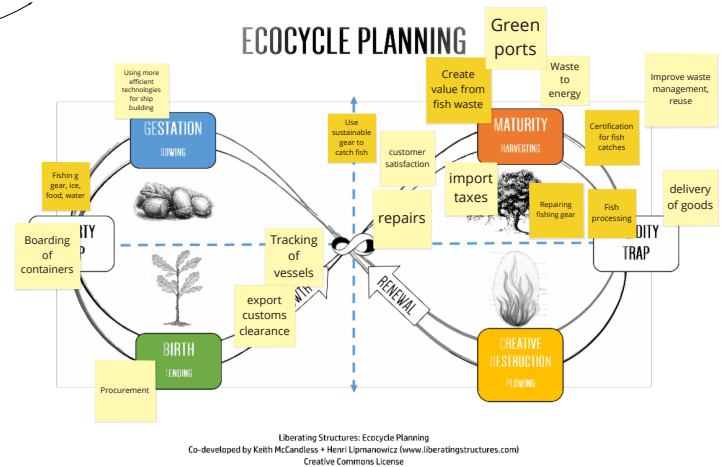




The present situation → A sustainable future

3. What has changed for your sectors during the transition from the present to the future? Have any of the activities changed, and if so, in what ways?
Make additional notes using the blue sticky notes in the space below if you wish.

New energy efficient technolgoies

Using fish processing waste feed and fertilizers

Incentives for reducing use of fossils

Promote certification schemes

Using plastic as a replacement in road construction

Expand green shipping

Using fish scales and fish skin for alternative products

Expand sustainable fishing initiatives

Exchanges on green ports

Combat corruption

1. Visit the following case study on the PANORAMA Platform

https://panorama.solutions/en/solution/incentive-based-hilsa-fisheries-management

Spend about 5 minutes reading (you won't be able to read all the information, but that doesn't matter)

2. Did you notice if the case study used any of the concepts or tools we covered? If yes, which ones, and how were they used?

Stakeholder mapping

Ecocycle Planning

doughnut economics to identify impacts that need to be addressed

Value chain analysis

Include future aspects using the Ecocycle; also possible is the VCA to assess measures to improve the situation

3. If you were involved with this case study, which (if any) of the concepts and tools might you use? How would you use them?

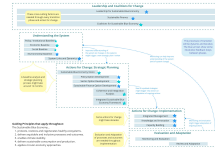
Stakeholder Mapping

Value Chain Analysis

Ecocycle Planning to add the future aspects of the business

doughnut economics

"city portraits"



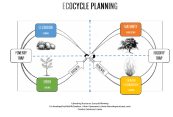
UNEP Sustainable Blue Economy Transition Framework

stakeholder mapping

circular economy

"blue spheres" model

value chain analysis



the "ecocycle"

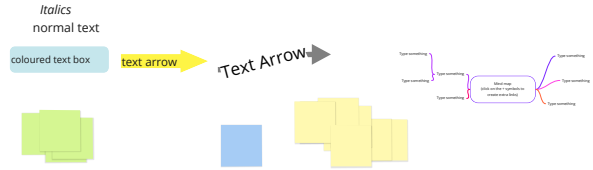
Prepare a 5-10 minute presentation of the key messages that you want to communicate to decision-makers after this training course. You will give this presentation to the course plenary at 11:15.

1. Decide who will give the presentation on behalf of your group (you can nominate a single presenter, or several).

2. Use this work area to create visual aids to screen share while you present. Alternatively, you can use this work space to take notes, and present without screen sharing.

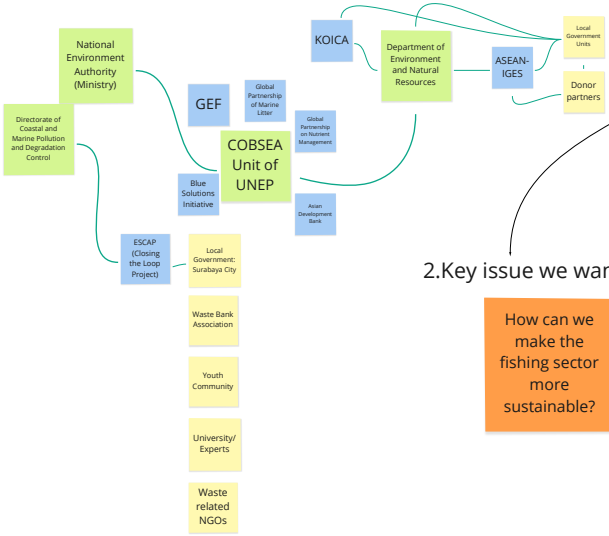
3. If you zoom out you will see all your previous group work areas, in case you want to refer to them.

Use these visual elements if you want to. You can also upload your own images or graphics using the "upload" button on the menu on the left of your screen



1. Our organisations: projects and stakeholders we are working with

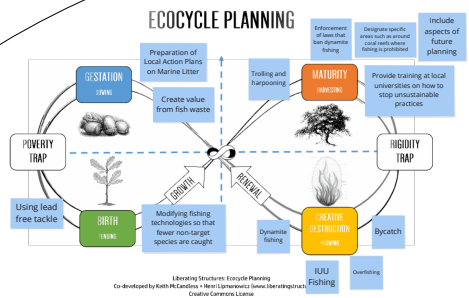
Tool used: Actor Mapping

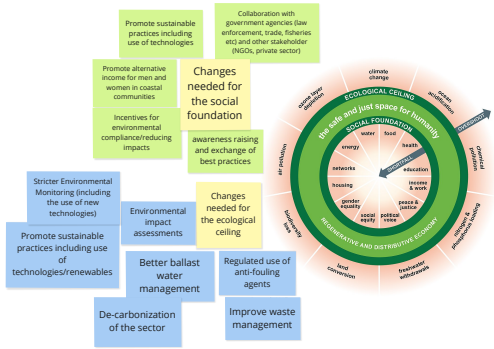


2.Key issue we want to tackle

How can we make the fishing sector more sustainable?

3.Tools we will use to find solutions





Why are we using this tool?

It can be very helpful for planning future projects and evaluating the status of current projects.

The benefit of giving a clear picture of the stages: what needs to be maintained, improved, and phased out in pollution and degradation control

What do we want to find out with this tool?

Based on the currect activities that we are undertaking, we want to find out what activities what other activities that need to be done or current activities need to be improved to achieve sustainability

New activities/solutions to be developed in the upper right quadrant to scale up the current practices of pollution and degradation control

Why are we using this tool?

Rather than aiming for endless GDP growth, we can aim for thriving in the doughnut

To identify new strategies as inputs to the action plans

What do we want to find out with this tool?

The tool identifies unwanted impacts of policies/measures to be addressed

plenary reflections

(notes taken during the discussion and reflection sessions when everyone was together in the same room)

day 1:
value chain analysis (1 page)

day 2:
Opening reflection (1 page)
circular economy reflection (1 page)

day 3:
Closing reflections and feedback (3 pages)

Value Chain Analysis: Reflection

How could you use the value chain analysis approach to support development of a sustainable blue economy?

the approach can help identify stakeholders who are involved

can help identify actions that are not well developed / supported

helps to define ecological limitations

you can include economic, environmental and social aspects within your VCA

can help strategic policy development and implementation

e.g. excess food in aquaculture in Indonesia causing pollution

Can the approach help identify loopholes and gaps (justice)? If so, how?

gender-sensitive value chain analysis

Poverty Reduction

Greening of value chains

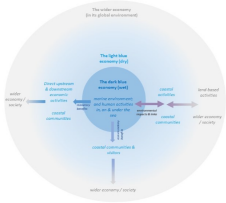
Which actors are relevant for this process?

single persons

small-scale operators

large-scale operators

clusters



What is still on your mind from yesterday?

regarding the doughnut economics, just thinking on strategies on how to collaborate more with the other organizations

think precisely of each activity

recognizeing the whole procces

think about negative and positive impact of something

think broader

many stakeholders should concerned

Doughnuts

value chain analysis

fulfill the basics needs together with save the environment

Circular Economy: Reflection

How can the fisheries sector become more circular? What outcomes would it achieve?

education to small scale industries

agreement with local fisherman

develop communal wastewater isolation (for small scale industries)

develop incentive/di sincentive scheme (?)

Companies' responsibility when it comes to managing waste

Proper regulation on fisheries waste management

develop technologies for recycling/ repurposing fishing gears and share them as best practices

Use more sustainable alternatives (eg. replace staeerofoam cooling storage with bamboo/reusables)

in terms of biodiversity circularity, implement fish catch limit

Informal work (waste pickers) to benefit

sustainable yield

For communities to understand the importance of fisheries

Cooperation of government agencies (both local and national), and private stakeholders in implementing policy on fisheries waste management

also international; get best practices

for the fisheries sector to become more circular, local communities need to understand the importance of fisheries and the benefits, they need education and integrated policies and regulation from government

What type of collaboration across the value chain will it require? Which actors have most influence?

a global platform where actors in every country can share their best practices and technologies

Shipping and fishery companies

Policy formulation and implementation

green economic policies and incentive schemes that promote/reward recycling

Agreements between policy and users

Public consulations

Which other sectors in your region's ocean economy might benefit from the circular economy approach?

Shipping sector

fishing communities

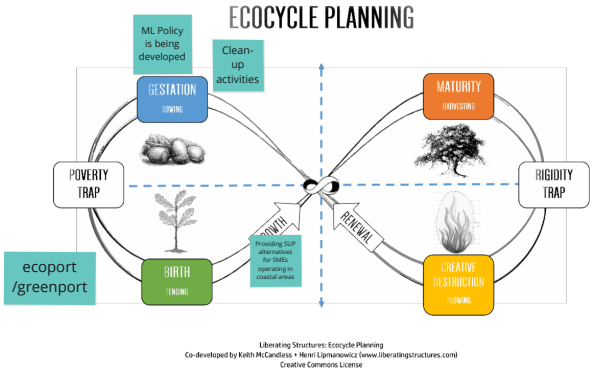
Do you know of any similar examples from your region?

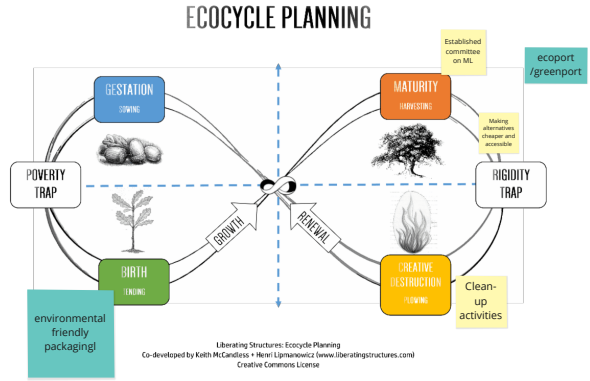
In the area of the **South Fisheries Local Action Group** (Ireland), the plastic mesh in the rope used for breeding mussels has been replaced with biodegradable cotton.

Auray & Vannes Association (France), has worked closely with the re-gional shell-fishing committee to create vari-ous value chains for empty oyster shells. Oyster shells have been used in a variety of products, including **cattle feed, fertiliser, road paint, 3D printer filament and soles for shoes**

The Granada Coast FLAG (Spain) helped set up a system for collecting engine oil and other waste from fishing boats. The engine oil collected is redirected to established channels for recycling lubricants.

Waikatu (New Zealand) is a small agricultural fertilizer company; it makes **plant and soil care products** from wild harvested undaria pinnatifida, a 'nutrient-dense brown seaweed' that is classed as an invasive species.





The present situation → A sustainable future

What was your biggest insight from this exercise?

I was very interested to learn about new sustainable activities in progress in other participant's countries.

The tool not only identifies activities that needs to be changed, but also the stages currently and where we aim in the future

This tool is very informative and could be a good analogy in analyzing our current policies and identifying the gaps to in order to enhance it in the future.

What did you find challenging?

setting the time frame

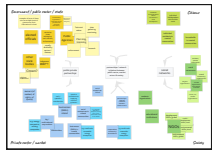
encourage participative process

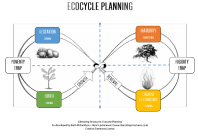
Understanding how the tool works at first

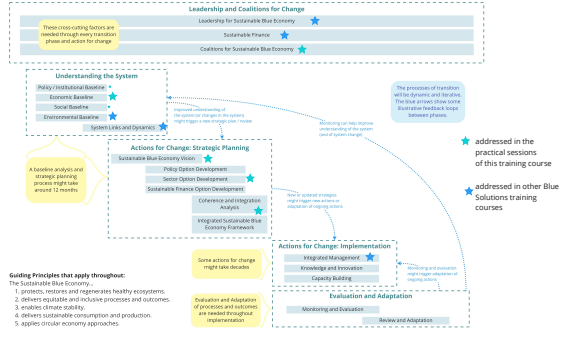
find out the appropriate tools

Do you think the ecocycle could help you carry out strategic policy planning collaboratively across government departments? If not, why not? If yes, how?

Any other comments or questions about the ecocycle?



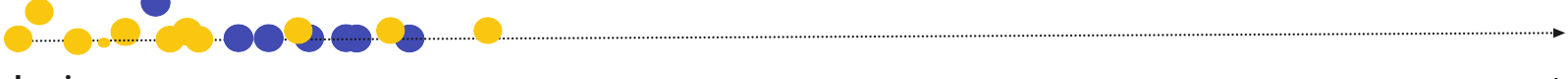




On my way to becoming a Sustainable Ocean Economy Expert, I am about here:

yellow: at the start of the training workshop

blue: at the end of the training workshop



beginner **expert**

What did you like about the training event?

develop solidarity among countries

Interactiveness and high level of engagement (aside from the topics covered)

the methode of training

I find visual tools to be very helpful in understanding complex concepts, organizing thoughts, and presenting information to others so I really enjoyed learning these tools.

the concept of blue economy and learn to using Miro thia is a first time for me i think it look like Mural it a good tools for online training

The training is very interesting and need for policy maker to understand more about the tool for develope stratagic for sustainable blue economy.

the trainors are very approachable and facilitates well

sharing ideas, experience, visions

knowledges, and also energy to review again what we have, where we should make adjustments, improvements, and inwhere we wanna go in the future

I found Miro as a useful platform in this kind of virtual workshop. The topics discussed could be an enormous help in dealing environmental issues back in my organizations.

Using the Miro Board, everybody gets a chance to provide their inputs even without speaking

How could this training event be improved in future?

more active discussions among participants

Very interested to learn more tools :)

provide some handouts/paragraps embedd to the diagrams/tools

This could be an examplary model for online training, but of course: IN PERSON

If the training directly it will be better for consentrate in

it would be very nice if participants could share a small paragraphs after the training in terms of blue solution in their countries

The training is theoretical in nature and would benefit face to face session with role play. Online training would be difficult to have such role play.

Are there any additional comments or feedback you would like to share?

it's good to know that the participants will be provided with all the materials including the outputs of the breakout sessions. Hope we get them soon :)

big thanks and hugs to the trainers

big thanks to my colleagus from many coutries. I learn much from you

thank you to all of organizer for this training

Thank you very much for sharing this new knowledge that can be used in the future.

The workshop provides opportunity to refresh knowledge on various tools and also to learn new tools, although what have been implemented in various countries do not stray too far away from the tool. just the used of different vocabulary- the end game is sustainable development.

we know the "what" but we need the "how" and the resources to make it happen.

beginner **expert**

The Legend of the Starfish

A vacationing businessman was walking along a beach when he saw a young boy. Along the shore were many starfish that had been washed up by the tide and were sure to die before the tide returned. The boy was walking slowly along the shore and occasionally reached down and tossed the beached starfish back into the ocean.

The businessman, hoping to teach the boy a little lesson in common sense, walked up to the boy and said, "I have been watching what you are doing, son. You have a good heart, and I know you mean well, but do you realize how many beaches there are around here and how many starfish are dying on every beach every day. Surely such an industrious and kind-hearted boy such as yourself could find something better to do with your time. Do you really think that what you are doing is going to make a difference?"

The boy looked up at the man, and then he looked down at a starfish by his feet. He picked up the starfish, and as he gently tossed it back into the ocean, he said, "It makes a difference to that one."

William Ashburne